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ABSTRACT

Oregon's Dissemination Program was established in July 1970. Its purpose was to close the communication gap between validated information and the decision making processes related to school administration and instruction. The program was administered by a staff of six, two of whom were assigned to pilot Intermediate Education District offices. The program provided a computer based information center using ERIC and CIJE files as the primary source of documents. Library resources and BOCS services were used extensively during the initial year of operation. By December, the Center was in full operation. The use of services increased from 13 requests in October to 159 requests in November. The program expanded to include districts throughout the state. In 1972, a systematic state wide information network will be established. Feedback indicates that increasing numbers of administrators and teachers are relying on more validated information to make decisions. It can be concluded that the dissemination of validated information is valuable for systematic improvements in education. It is also evident that effective information retrieval-dissemination is a complex process which requires special skills and careful development. (Author/CK)

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Interim Report

Contract No. OEC-0-70-4755

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OREGON'S PILOT STATE DISSEMINATION PROGRAM

January 1972

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Communication
(Pilot State Dissemination Program)

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Oregon's Dissemination Program was established in July 1970. Its purpose was to close the communication gap between validated information and the decision making processes related to school administration and instruction.

The program was administered by a staff of six, two of whom were assigned to pilot Intermediate Education District offices. The program provided a computer based information center using ERIC and CIJE files as the primary source of documents. Library resources and BOCS services were used extensively during the initial year of operation.

By December, the Center was in full operation. The use of services increased from 13 requests in October to 159 requests in November. The program expanded to include districts throughout the state. In 1972 a systematic state wide information network will be established.

The evaluation of the program is being conducted by Dr. Sam Sieber at Columbia University. Feedback indicates that increasing numbers of administrators and teachers are relying on more validated information to make decisions.

It can be concluded that the dissemination of validated information is valuable for systematic improvements in education. It is also evident that effective information retrieval-dissemination is a complex process which requires special skills and careful development.

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Communication

PREFACE

In the spring of 1970, the Oregon Board of Education made the commitment to implement a Pilot State Dissemination Program. The program served 13 requests during its first month of operation in October 1970. By November 1971, the operation developed efficient procedures to retrieve validated information from multiple sources and established itself as a substantial element to bring about improved practices in Oregon education. The number of requests for November had risen to 179. This development could not have been accomplished without the assistance and guidance of many individuals. We are grateful for the contributions of the following:

The University of Missouri Training Team: Charles Koelling, Carl Fehrle, Randal Price, William Hoff, Glen White, Larry Hale and Dan Doell

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Chapter I INTRODUCTION

In recent years all sectors of public life have come to scrutinize educational institutions with increased intensity. Through varying ways citizens have demonstrated a growing concern for the quality of public education. The Oregon Board of Education has accepted the many challenges for public schools that have been raised by systematically organizing its efforts to manage its operations by objectives. These have been identified as follows:

1. To establish and reorder state-level priorities in both management and instructional programs.

2. To develop a clear program of educational objectives and proposed accomplishments.

3. To systematically analyze and design state regulations and guidelines. The State Board is moving toward establishment of minimum standards that emphasize instruction and learning, rather than administrative and organizational matters. The Board hopes to establish these standards on the basis of local needs and planning.

4. To revitalize and redirect teacher and administrative training programs.

5. To develop valid standards for measuring achievement of goals. This would include methods of measuring program output, and methods of relating the results to the cost of the program.

6. To revise obsolete statutory and State Board policy requirements which impede necessary changes.

7. To revise state-level financial support programs so that local districts are aided with dollars in making changes and "zeroing in" on targets.

8. To develop a technology of instruction, with attention to qualitative instructional planning.

As part of the program for educational management, the Board has adopted priorities to focus its educational effort and resources on problems now facing Oregon's public school system. Briefly stated, these priorities are:

Instruction-Related Priorities

- Developing Primary Education
- Developing Career Education
- Improving Education for the Disadvantaged
- Adding the Fourth "R" -- Responsibility
- Extending Educational Opportunity

Management-Related Priorities

- Improving Finance Structures
- Closing the Communication Gap
- Improving Teacher Education and Certification
- Auditing Educational Programs
- Improving Management of Schools and Community Colleges
- Developing a Community College State Plan

In examining the existing situation, it was apparent that many educational decisions were often made on the basis of past personal experience and/or on the opinions of peers. This seemed to be a natural development when one considers the nature of current educational change, the limited quantity of research in many areas of education and the lack of convenient and efficient means to retrieve appropriate information. The prodigious quantity of federally funded studies and projects during the past decade coupled with the development of the ERIC clearinghouses and ERIC Central provided a source of validated information which was without precedence in the history of education. It was reasonable to assume that if the communication gap between information sources such as ERIC and existing educational practices could be closed, the decisions being made at the practitioners level would have a significant impact on education at all levels.

Oregon's Pilot Dissemination Program was initiated in July, 1970, as an essential service to facilitate the changes generated by the Board's program. With the availability of extensive educational resources, the primary purpose of the Dissemination Program was to provide a means through which pertinent, validated information could be accessible in useable form to educators for the purpose of making more intelligent decisions.

Initial searches for operating centers which provided similar services proved unsuccessful. It was clear that much of the ingenuity to develop a computer-based state center would have to be developed internally. For these reasons, much of the operation in Oregon was "invented" as the program progressed.

Chapter II ORGANIZATION AND PROCEDURES

Organization of the Program. The Resource-Dissemination Center is located at the Oregon Board of Education. It is contained in the Instructional Technology Section under the Instructional Services Division of the Board. An organizational chart of the Board is attached in the Appendix for your information. Another dissemination arm of the Board is located in the Executive and Legal Services Division. The activities of this branch include publications and communications to the public in general and mass information to schools.

During the initial 18 months of the project, the Dissemination Program consisted of three primary units, the Retrieval-Dissemination Center, the pilot Intermediate Education Districts and the Oregon Total Information Service Center. The Retrieval-Dissemination Center was located at the Oregon Board of Education (OBE) in Salem. The Center personnel consisted of the Director, two Retrieval Specialists and the program secretary and served as the headquarters for the entire operation.

Area Resource Specialists or Field Agents were assigned to the Intermediate Education Districts (IED) in two pilot counties, Lane and Umatilla. They served in a dual capacity, as a bonafide member of the IED and a full time field agent for the Dissemination Program.

Lane County was selected as one of the pilot target areas for demographic reasons and because it had developed the Oregon Total Information Service Center (OTIS) which is a computer center servicing the educational needs of all county schools as well as a number of other districts in the state. Lane County has a population of 200,000 in a central area of western Oregon. The county has 16 school districts, one community college and approximately 64,000 pupils.

Umatilla County in Eastern Oregon was selected as the other pilot county because of its size -- 3,241 square miles -- and its small population of 43,000. As in Lane County, the Superintendent has been a leader in the development of many new educational programs and innovations, including a closed circuit television system which reaches every school in the county.

Communication within the Program. Communication within the program was maintained by telephone, weekly Field Agent reports, and monthly meetings. Telephone linkage was facilitated by the use of the WATS and Telpak systems which have been implemented in the state. Weekly reports from Field Agents consisted of an "input" section which described the nature of field contacts made and an "output" section which indicated the services and packages placed in the hands of clients. The monthly meetings covered problems, reports, new developments, announcements, and other issues which are inevitable products of developing programs. Contacts with the computer center sources were maintained primarily by mail and by telephone.

Sources of Information. The primary sources for information were the Northern Colorado Board of Cooperative Educational Services (BOCS) in Boulder, Colorado; the ERIC and CIJE magnetic tape files used by the QUERY program; and local library resources. It was fortunate for the

program that federal funding made computer searches at BOCS available from the beginning of the program through June 1971. The QUERY program was installed at OTIS in December. However, initial attempts to use QUERY cost over $50. per search, and it became evident that QUERY required alterations to provide more practical and efficient search capabilities for the program. Through the process of batching, the cost was reduced to approximately $15. per search. Since BOCS services were available, the need to use OTIS services extensively was not critical, and efforts continued to further reduce the cost of computer searches. Efficiency was finally increased by developing a separate file which cross referenced all descriptors and ERIC accession numbers. By organizing the files sequentially, it was possible to have direct access to the files. Additionally, by separating the files into a current (1969-present) and history file, it was possible to reduce the cost of each search to about $5.

The maximum number of abstract printouts was established at 125 per search. Searches which exceeded this number were automatically cancelled, and the Retrieval Specialists rewrote the logic for such searches. With experience, the retrieval staff has become increasingly familiar with the ERIC files, and their adeptness to write tight logic has increased. Currently, a reduction of the maximum limit is being considered. A reduction would reduce the cost of computer searches and also produce a more manageable quantity of abstracts for screening and transformation. Search terms for a search have been limited to a maximum of 20, and batches of 10 to 15 have been used.

In January 1971, BOCS developed four programs which produced packages of information which met the needs of different kinds of requests. These were CAT (Catalog of Computerized Searches), CAP (Current Awareness Profiles), PET (Packet of Educational Topics), and SID (Individualized Search in Depth). CAP, CAT and PET were prepackaged materials which met the needs of a large proportion of general requests. The prepackaged nature of these materials greatly reduced the turn-around time. Since the Board's library and periodical resources were still in the embryonic stage, the Retrieval Center contracted for the continuation of the BOCS services through December 1971.

In November 1971, the Dissemination Center moved into the OBE Professional Resource Library. This move enabled the program to have direct access to a professional book collection of over 2000 volumes and over 100 educational journals. It also made available the services of the Library Assistant who now participates as an integral part of the Dissemination Center by cataloging all material and by managing the distribution of articles and books within the library and by handling library oriented requests.

In addition to the ERIC and CIJE tapes stored in the computers at OTIS and BOCS and the library resources located at the OBE, a number of other sources have been continually utilized in the program. By November the entire microfiche collection of ERIC documents was acquired and housed at the Center. This enabled the retrieval specialists to have direct access to most ERIC documents and reduced the turn-around time for the acquisition of microfiche. Since the microfiche collection contained

the entire documents, it was indispensable to dissemination services. At this juncture, because of cost factors, it was decided to communicate through microfiche as opposed to hard copy. A microfiche printer/processor was leased to duplicate microfiche on request. This created a need for microfiche readers in the field. The number of readers in the field was limited, and the project supplied two portable microfiche readers for each Field Agent. Reports from the field indicate that more districts and schools have purchased readers. Also, the availability of readers is reflected in the rise of microfiche requests. The number of microfiche jumped from 105 in December 1971 to 391 in January 1972. A continual increase in the use of microfiche and readers is anticipated.

The critical need for microfiche readers was recognized early. Although the acquisition of readers was encouraged by the two Field Agents for many months, the need for readers was not recognized by most school districts until microfiche was available. Some lag between felt need and availability of readers was anticipated. At this writing there is still a shortage of readers in the field. For the future, the need for local districts to acquire readers will be emphasized in all programs which are planned to broaden the information network throughout the state.

One of the most widely circulated documents was the series of PREP kits originating from the U.S.O.E. On several occasions, selected kits were duplicated in quantity and distributed to special groups of school administrators. These included the kits on Research for School Board Members, Correcting Reading Programs in the Classroom, Treating Reading Disabilities, Improving Schools by Sharing, Individualized Instruction, Reinforcing Productive Classroom Behavior, Teacher Evaluation, A Readiness Test for Disadvantaged Preschool Children, and Teacher Recruitment and Selection.

On numerable occasions the State Library was used extensively to locate specific educational information. The Library staff was most helpful in locating materials for clients. The Library was the only source for ERIC microfiche documents, and their policy to loan microfiche out to clients made documents readily accessible when needed.

During the course of the year, the Center established communication with several regional laboratories and development centers. These included the Northwest Regional Educational Laboratory, the Far West Laboratory for Educational Research and Development, Teaching Research and several ERIC clearinghouses. In response to district needs, three programs were considered for implementation in pilot centers. All three were developed by the Far West Laboratory. The programs were Minicourse 5, ALERT and the Toy Lending Library. Minicourse 5 was used as an inservice program in Umatilla County via their closed circuit television. ALERT was used as an additional resource at the Center and by selected districts which were developing curriculum programs. The Toy Lending Library was studied indepth and possible use of the program is being considered.

One of the more useful and effective sources of information was the specialists at the OBE and consultants from higher education. The Board has a specialist in 65 areas. When requests required consultant assistance,

specialists were requested to assist in the problem. In instances where direct consultant services were not needed, information about the request was sent to the specialist. The point of entry of the specialist depended on the individual request. If the information packet required interpretation, the specialist was called in immediately. Often they were called in after the information was studied by the client, and specialists were used in the follow-through phase of the service. The major problem encountered in using specialists was caused by the load which dissemination activities added to specialist's activities. This was minimized by having the activities well organized before involving the specialist. Repeated encounters with dissemination activities have made specialists more receptive to assist with clients. One additional problem was anticipated, but did not materialize. It was expected that some specialists might resent dissemination activities which encroached into their areas of concern. A special effort was made to present dissemination services as being complementary to specialist services. This sensitivity to specialist activities reduced the threat of encroachment and has, in general, established a good working relationship. There have been no negative feelings expressed to the Center to date. Consultants from universities and colleges have been used on a number of projects, but to a lesser extent than OBE specialists.

The above sources do not exhaust the available resources for information and assistance, but they comprised the major sources upon which the program relied during its development to date.

Operational Procedures of the Program. The operational procedures are outlined for clarity.

-- INITIATING REQUESTS FROM THE FIELD

1. Client to contact Field Agent or Center
   a. By letter
   b. By phone
   c. By personal interview
2. The contact will clarify the request and identify specific needs and problems

-- HANDLING REQUEST AT THE RETRIEVAL CENTER

1. Secretary to receive all preliminary requests
2. Requests reviewed and assigned by Coordinator. Difficult requests to be reviewed by staff.
3. Retrieval Specialist
   a. Completes official request form
   b. Determines nature of search
      (1) Manual search
      (2) Computer search*
      (3) Packaged material (BOCS)
      (4) Library documents
      (5) Consultant assistance
   c. Executes selected strategy
   d. Develops logic for computer searches

*See "For ERIC Computer Searches"

4. Secretary
   a. Assigns project number
   b. Logs request
   c. Completes order forms
   d. Mails to information source
5. Secretary
   a. Receives packet from information source
   b. Matches packet with project number
   c. Returns packet to Retrieval Specialist
6. Retrieval Specialist
   a. Screens packet for relevance and highlighting
   b. Adds any relevant supplementary material
   c. Returns all material to the secretary
7. Secretary
   a. Completes final logging of project
   b. Adds evaluation form with return envelope
   c. Mails packet to Field Agent or client

-- ERIC COMPUTER SEARCHES

1. For searches conducted at the Oregon Total Information Service (OTIS)
   a. Identify and clarify key elements of the request
   b. Tentatively select appropriate descriptors
   c. Evaluate character of descriptors using RIE and CIJE references
   d. List frequency count
   e. Organize logic
   f. Indicate the use of the update or history file or both
   g. Transfer final logic to OTIS Request Form
2. For searches conducted at the Board of Cooperative Services (BOCS)
   a. Identify and clarify key elements of the request
   b. Tentatively select appropriate descriptors
   c. Formulate a comprehensive narrative statement
   d. Transfer statement and descriptors to BOCS Request Form
   e. Identify specific packet, when known

-- USE OF PREP PACKETS

1. Client or Field Agent may request specific PREP packet
2. Packet checked out by Library Assistant on a 10-14 day loan basis; packet may be reproduced by client
3. Packet may be included with other requests
4. Selected packets may be reproduced in quantity by the OBE and distributed to select groups

-- SECURING OBE SPECIALISTS FOR SPECIAL ASSIGNMENTS

1. Field Agents or Retrieval Specialist to determine need for consultant services
2. Consultant contacted by Retrieval Specialist
3. Consultant to contact client through the Field Agent
4. Copies of appropriate requests to be routed to OBE consultant who may wish to follow through the request with the client

-- SECURING INSTITUTIONAL CONSULTANTS .

1. Field Agent or Retrieval Specialist to determine need for consultant
2. Appropriate consultants and institutions identified in rotary files
3. Specific consultant identified by client and Field Agent
4. Consultant services negotiated by client and Field Agent

-- HANDLING LOAN EQUIPMENT

1. Limited number of microfiche readers are on loan from Field Agents
2. Other needed equipment is available through local instructional materials centers

-- ASSESSING CHARGES AND COLLECTING FEES there are no charges for services at this time

-- MICROFICHE DISTRIBUTION

1. Requests received from Field Agents or clients for microfiche
2. Determine if request is new or part of an "open" project
3. Locate and duplicate microfiche with duplicate copy for Field Agent files
4. Include locations and information about microfiche collections located throughout the state
5. Mail materials to Field Agent or client

Training. At the inception of the program, the number of dissemination programs in education was limited, and personnel with experience in retrieval and dissemination were virtually non-existent at the local level. The University of Missouri with its extensive experience in agricultural extension programs, provided three one-week training sessions for dissemination staff members during the initial year. Negotiating techniques, systems for keeping files and information dissemination theory were among the major topics emphasized during these sessions. As a result of the training, the project was able to get under way with the minimum of difficulties. Throughout the project, members of the training team were most helpful to assist with program needs as they were identified. However, the application of many aspects of information dissemination in education was new, and much of the development took place on-the-job and by trial and error.

Future Plans. As in the case of most pilot programs, the services were continually refined. As Oregon's program embarks into its second phase, several activities are planned. A concerted attempt will be made to systematically expand the program from the two pilot counties to other areas of the state. To establish a state-wide information network, a special training program will be conducted for selected personnel, primarily from Intermediate Education District levels.

The training program is scheduled for early spring and will consist of a three to five-day workshop. To avoid services which evolve into a

"messenger-type" program, the workshop will emphasize the negotiation and follow-through aspects of information retrieval and dissemination. Participants will be expected to devote a portion of their time to function as the present field agents are operating. Participants will be selected on the basis of their commitment to become an integral part of the state-wide information network. It is also planned to incorporate into the program any training which is compatible with the concept of the Educational Extension Agent which is being developed in connection with the Educational Renewal Sites.

The Selective Dissemination of Information (SDI) is a concept which is relatively new to education. Initially, in Oregon's SDI program, several interest areas which correlate with Board priorities will be identified, and the interest profiles of selected educators will be surveyed and filed. Timely packets of materials in one of the interest areas will be identified and those individuals who have special interest in them will receive the material without submitting a request for the information. A questionnaire will accompany each mailing to determine the extent of usage of the material and to maintain an up-to-date file of users. See Appendix for more detailed explanation.

Overriding all of these concerns will be the continual effort to institutionalize a state network for information dissemination into existing agencies and to establish the commitment on the part of educators that closing the communication gap between validated information and practice is synonomous with educational responsibility.

Chapter III RESULTS

As indicated earlier, a comprehensive quantitative and qualitative evaluation of the program is being conducted by the Bureau of Applied Social Research at Columbia University. The outcomes of this special study will be available as a special report in 1972.

For the purposes of this report, some statistical information is included for general interest.

Graph A
No. of Requests Processed

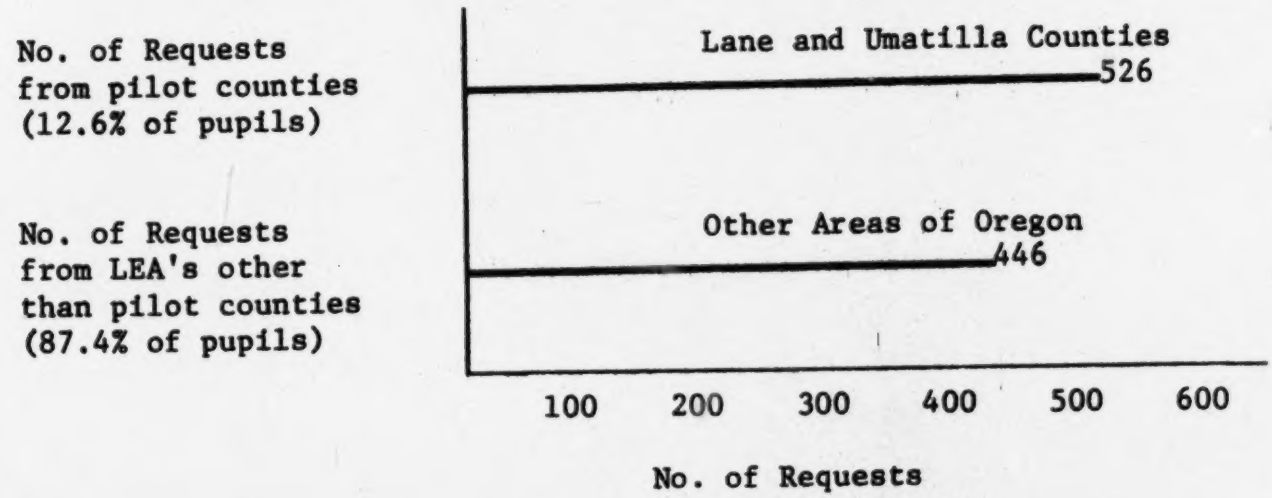
Dates from October, 1970 to December, 1971

Graph A shows the increase in the total number of requests received from the inception of services in October, 1970, through December 1971. The tendency of growth is along a straight line. The deviations for June, July and August can be explained by the decrease in school activities during the summer months. The large number of requests in October resulted from a special notice publicizing the availability of PREP kits. When these deviations are adjusted, the rate of increase is quite consistent.

One may raise questions about program staffing during this period. The number of staff has remained constant throughout the program. The work load has also remained the same, except in the later months where the number of requests is taxing the retrieval staff to capacity. It was observed that initial developmental activities such as filing systems, contacts, resources, organizations, etc., occupied much of the staff time. Problems with these kinds of activities decreased as the number of requests increased.

Since trained Field Agents were stationed in two pilot counties where publicity and services were concentrated, Graph B compares the number of requests coming from these counties with the number from the rest of the state. The graph does not include the number of requests initiated at the Board of Education where the Center is located. It should be noted that approximately 12.6 percent of the State pupil population is located in the pilot counties.

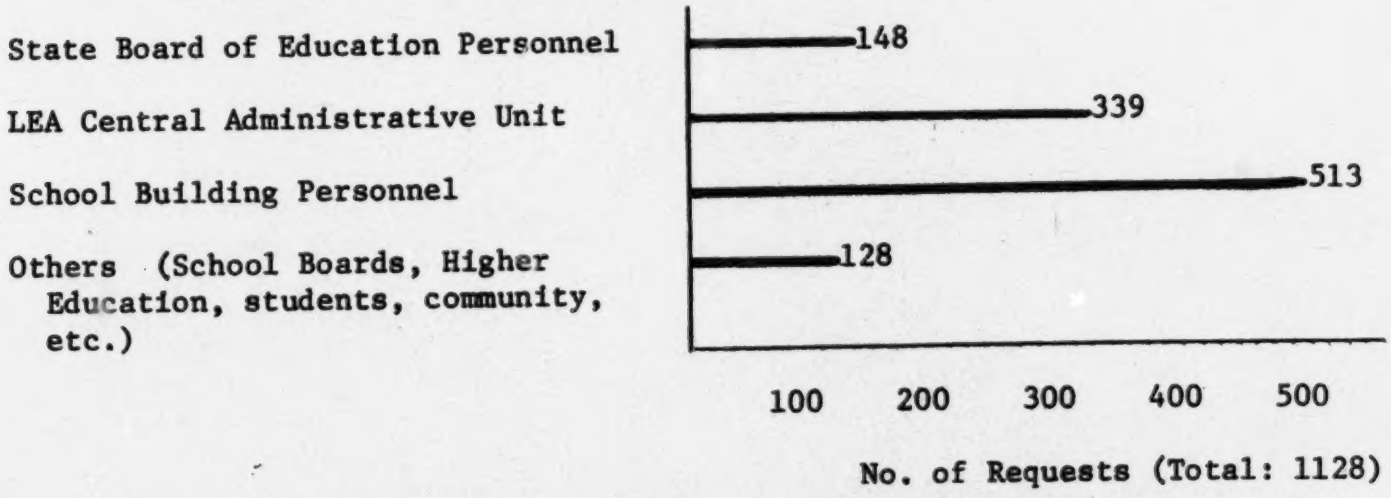
Graph B
No. of Requests from Pilot Counties vs. Other Areas of State



Graph B indicates that 54.1 percent of the requests from local education agencies were submitted by the two pilot counties. It may be inferred that an operational information dissemination program requires a commitment and a sustained effort on the part of the local education agency. It also reinforces previous studies which indicate the desirability of interpersonal linkage at key steps in the retrieval-dissemination process.

Graph C compares the number of requests coming from different categories in education.

Graph C
Comparison of Requests from Different Groups



In analyzing requests from schools, instructional personnel submitted 362 out of 513 requests or approximately 71 percent. This figure reflects the number of instructional personnel who tend to take the initiative to improve their professional background and to accept validated information for making decisions. Proportionately, a larger percentage of administrative personnel at the building, district and state levels are using the service. These figures reflect the number of decisions which have implications for school, district and state-wide

programs that administrative personnel are making as a result of dissemination services. From the standpoint of education, the decisions made at these levels would have more significance if the size of the affected population is used as a criterion. The tendency for Oregon clients to make these relatively high level requests has been substantiated by a preliminary report from the Bureau of Applied Social Research.

Case studies are being kept for most requests to determine the extent of action that results from requests. Since requests range from problems like "What are the effects on learning from gum chewing in the classroom?" to "How to develop a three year middle school program," it is not possible to include all summaries in this report. A few typical summaries are included in the Appendices to give the reader an idea of some of the actions taking place as a result of the services.

An analysis of the frequency of requests from school clients was made during the period January 1 through August 31 and again for the period of September 1 through December 15. During the first period, Pilot County A had two schools and County B had five schools which submitted 10 or more requests. During the second period, a total of seven schools submitted ten or more requests. During the second period, two of the seven schools maintained "heavy usage" of the services. Five new schools were considered "heavy users" during the second period. All "heavy users" were located in schools near the IED offices. It may be inferred at this time that the use of services depends in part on several factors: (1) that accessibility to interpersonal linkage is a critical factor in an information network; (2) that using retrieval services may come in spurts; and (3) that larger districts tend to use services more than smaller districts. Another observation generates a fourth inference. The superintendent of one district which used the services extensively during the first period moved to a different district during the second period. The requests from his first district dropped to zero with his departure, and the requests from his new district rose markedly on his arrival. This indicates that some individuals are consistent users and that in some cases the frequency of requests depends on a single individual. Since some of the initial requests from the superintendent involved several persons in the district, it also indicated that using the service does not necessarily mean that the service will become institutionalized with successful usage. Conversely, it reinforces the notion that interpersonal linkage by someone committed to use information services is a vital factor in closing the communication gap between validated information and standard practice.

Chapter IV CONCLUSIONS

The task of establishing an information retrieval-dissemination program from scratch at the state level correlates with the steps used to assist clients in making their decisions. Initially, needs and problems are identified, followed by the statement of objectives and goals. In the case of the Oregon Dissemination Center the availability of information was limited in 1970, and much dependence was placed on the human resources at the University of Missouri and the National Center for Educational Communication. Alternatives were always considered and weighed. The Oregon program was determined to achieve the primary objective to place validated information, primarily ERIC documents, in the hands of clients for decision making purposes. To this end continual evaluation efforts were made to assess the degree of success. On a larger scale, Columbia University was engaged in a comprehensive effort to evaluate the program, and this relieved the Center staff to concentrate on the operations of the program.

The information retrieval-dissemination services at the Oregon Board of Education took 15 months to reach their present status. Much of the time and effort during this period concentrated on the developmental aspects of the program. Since the evaluation activities of the program are being handled by the Bureau of Applied Social Research at Columbia University, the conclusions reached in this report are necessarily tentative in nature. More substantial conclusions will be forthcoming at a later date.

At this time a relatively efficient system through which valid and useable information is retrieved and placed in the hands of decision makers has been achieved. The system is more than a simple mechanical procedure to retrieve information. It requires the judgment and interpersonal linkage of competent personnel at all levels and has demonstrated its potential to assist in bringing about significant change in education at all levels.

It is also apparent that each information-dissemination center has its idiosyncratic elements and uniquenesses. The available resources, personnel, objectives and facilities vary. Although the basic elements of the kinds of resources and information base may be similar, the operation of the center developed its individual uniquenesses. It is not likely that a program at one center could be adopted in a second center as is. Likewise, the execution of roles by different Educational Extension Agents, Field Agents or Educational Information Consultants should not be expected to be identical although the general assignments may be the same.

Negotiating with clients, retrieval of relevant information and disseminating information effectively require orientation. At the same time there is no substitute for the first hand familiarization with the resources and experience. Efficiency has developed directly with experience with the system and procedures.

Chapter V RECOMMENDATIONS

The recommendations in this report are based on the experiences of the Oregon program and should be accepted with this in mind. They are made with the intent that other centers which are developing similar services may identify the common denominators of information retrieval-dissemination systems and may not need to "reinvent the wheels" which have been found to be useful and may avoid the pitfalls which are known to exist.

It is recommended that:

1. All personnel involved in the dissemination operation clearly understand the primary function of the service--to provide specific validated information with which the client could make decisions.

   Explanation. Without this special effort, the operation can easily be reduced to a mechanical messenger service which may or may not effect improved changes. The potential that information centers have to bring about significant changes in all areas of education is not clearly perceived by many educators who are accustomed to rely only on their past experiences to make decisions. The significance of effective information services requires continual demonstration, especially in an era where the implementation of better educational practice into standard practice and innovation are becoming commonplace in education.

2. A special training program be planned and conducted to orient all staff members, including secretaries, to the overall program and specific training components be conducted for specialized tasks such as filing systems, procedures, negotiation, retrieval, transformation, communication and evaluation.

   Explanation. Developing routine functions such as record keeping, files, forms and flow of activities could be very time consuming. Efficiency can be greatly increased by adapting forms and procedures that have been tested and found useful.

   The degree to which the services become a "mechanized messenger service" or one which affects improvements locally depends on the level of competence and skills of each staff member. Adequate orientation and training cannot be overemphasized. Competence in areas such as negotiation and retrieval requires both orientation and extensive experience.

3. The operations of the center follow the same theoretical model which has been adopted for the program.

   Explanation. As problems arise and when circumstances dictate,

the steps including need identification, problem statement, information retrieval, selecting a plan of action based on alternatives and evaluation should be followed. This over-simplified model does not apply for all situations, but the refinement of procedures depends on the ability of the program to "practice what it preaches" and to identify the situations when deviation from the model is necessary. Some degree of flexibility and the opportunity to make "second approximations" are necessary elements in developing a new program.

4. The Center be closely allied to professional library resources and librarian assistance.

   Explanation. Initially, the Oregon Center used the State Library located three miles away. The library services were invaluable in assisting the Center with manual searches and making ERIC microfiche available to clients. By October, the resources in the Oregon Board of Education Professional Resource Library had been increased. These resources included the ERIC microfiche collection. The Center staff also moved bodily into the library and joined forces with the assistant librarian to provide more comprehensive services. Accessibility was the key to the improvement of search capabilities.

5. Assurances are made for the host agency to commit itself to the program.

   Explanation. The key in the follow-through for many requests is the availability of special consultants. Since the range of topics handled by the Center is so broad, it is not possible for Center staff to provide expertise in all areas. Consequently, the use of special consultants has been most helpful with many requests. Although consultants have been identified at universities and colleges, their availability has been limited.

   The Center has had more accessibility to Board consultants. The degree to which they are available has been arranged as a result of cooperative efforts and commitment within the Board. Additionally, a number of unanticipated expenses in duplicating, travel, library resources, and equipment have continually arisen to meet the demands in the field. Provisions to meet these kinds of emergencies need to exist within the agency.

6. Initial publicity about services maintain a low profile.

   Explanation. The Oregon program identified two target counties to serve during its developmental stages. Publicity and field agent activity took place primarily in these areas. This procedure permitted the Center to provide adequate services during its early stages. As the services became more refined and efficient, the more aggressive administrators and teachers in other parts of the state used the services with little encouragement. As the number of requests gradually increased, the capacity to handle them also increased, and the program was able to maintain a high quality of service.

GLOSSARY OF TERMS

Area Resource Specialist	A synonym for field agent.
Board	Oregon Board of Education (OBE)
Board of Cooperative Services (BOCS)	A regional computer based center at Boulder, Colorado, established to provide information services.
Center	The Information Retrieval-Dissemination headquarters established by the OBE to retrieve validated information from ERIC and CIJE abstracts and to assist educators to make decisions based on the information.
Current Index to Journals in Education (CIJE)	Provides detailed indexing for articles in over 500 education and education-related journals.
Educational Extension Agent	A synonym for field agent.
Educational Information Consultant (EIC)	A synonym for field agent.
Educational Resources Information Center (ERIC)	Clearinghouses developed with federal funds to collect and to compile educational documents on studies and programs initiated with grants from the federal government.
Field Agent	An individual residing in a local area who operates as part of an information network. His primary responsibility includes negotiating with clients, transforming information packets into useful form, communicating with clients, and assisting to bring about decisions or action by clients.
Intermediate Education District (IED)	A taxing agency governed by an elected board with authority to offer services to local school districts either through resolution or contract and to expand a levy for equalization purposes.
Oregon Board of Education (OBE)	The administrative staff of the State Board of Education, formerly referred to generally as the State Department of Education.
Oregon Total Information Service (OTIS)	The computer center developed through the Lane I.E.D. with Title III ESEA funds.

QUERY	A computer program designed to search ERIC and CIJE computer tapes.
Retrieval Specialist	A staff member at the Center who specializes in translating requests into logic and/or code for further computer search purposes. He also assists in transformation and coordinates the communications necessary to fulfill requests.
Selective Dissemination of Information (SDI)	A service which matches information on a specific topic with individuals who have special interest in that topic.

ORIGIN OF
REQUESTS PROCESSED BY THE RETRIEVAL-DISSEMINATION CENTER
OREGON BOARD OF EDUCATION
SALEM, OREGON

ORIGIN OF REQUESTS	NUMBER OF REQUESTS															
	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
OREGON BOARD OF EDUCATION PERSONNEL																
Executive Level			4	3		2		1	1							
Teacher Education & Certification										1		1				
Special Education			1		5	2	1		2							
General Education		1	1	1	5	4	2	3	4	6	1	2	2		4	
School & College Services				1					2							
Federal & Temporary Programs				1	1	3	2	5	2		3				1	
Computer Services																
Management Services		1					1				2	1	1	1	2	
Career Education			1	2	3	2	2	2	3	2	1	4	2	5	5	
Student Services						2	3	1	3	1	2			2		
Instructional Technology	1		1		1		2	3	2	2	4	1	2	3	6	
Totals Oregon Board	1	2	8	8	15	15	13	15	19	12	13	9	7	11	18	166

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
SCHOOL DISTRICT PERSONNEL, LOCAL AND IED																
District Superintendent	1	1		2	8	3	14	13	1	5	4	2	11	12	7	
Assistant Superintendent	1	2	1	1	2	2		1	2	3	5	5	7	7	9	
Curriculum Personnel		2	4	7	6	4	4	9	7	16	9	12	16	14	25	
Pupil Personnel Specialists	4		2	1	2	3	3	7	8	3	4	5	12	6	10	
Project Writers & Researchers	2		5		3	1	2	3	3	2		1		5	4	
Others																
Total District	8	5	12	11	21	13	23	33	21	29	22	25	46	44	55	368
SCHOOL PERSONNEL																
Principal		1	3	3	3	6	8	8	1	1	2	27	25	17	13	
Assistant Principal		3					1	6	2	1		2	1	3		
Teacher		7	6	7	12	20	18	26	20	25	24	55	64	50	28	
Counselor			2	4	2	3		6	1	2	3	13	5	4		
Librarian		2	1	1		2		1	1	3		5	7	5	4	
Other																
Total School		13	12	15	17	31	27	47	25	32	29	102	102	79	45	576

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
AREA SPECIALISTS Personal																
Lane County		1									2	1		2	4	
Umatilla County			1	4	1	2		3	1		1		2	5	1	
Total Area Specialists		1	1	4	1	2		3	1		3	1	2	7	5	31
OTHER SOURCES																
Boards of Education													4			
Education Centers		1	3	1	1	2	3	2		4	3	3	11	2	3	
Colleges and Universities			5	2	1	1	2	1	3	1	2	4	2	7	6	
Students	1							1					1			
Community			1		1				1	2	6	1	1	1		
Government	3			1	2	2		1				1				
Community Colleges		2	3		4	4	2	4					3	8	5	
Other																
Total Other	4	3	12	4	9	9	7	9	4	7	11	9	22	18	14	142
TOTAL FOR MONTH	13	24	45	42	63	70	70	107	70	80	78	146	179	159	137	1283 Total State

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
LANE COUNTY																
DISTRICT LEVEL PERSONNEL																
District Superintendent				3	3		12	9		3		1	5	6	5	
Assistant Superintendent										2			5	3	1	
Curriculum Personnel			3		1	1		8	1	7	3	1	2	2	2	
Pupil Personnel Specialist			1					2		1	2			3		
IED Staff	2		1	2	3	2	4	4	7	4	2	3	4	9	25	
Other																
Total District	2		5	5	7	3	16	23	8	17	7	5	16	23	33	170
SCHOOL LEVEL PERSONNEL																
Principal			1	1	1		3	5		1		11	8	13		
Assistant Principal								6	2	1				2		
Teacher			1	2	3	2	1	3	5	1	1	13	10	25	11	
Counselor					2			1		1		3	2	4		
Librarian										3			2	1	1	
Community College		1		1	2			4						1		
Other																
Total School		1	2	4	8	2	4	19	7	7	1	27	22	46	12	162

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
OTHER																
Board of Education													4			
Colleges and Universities		1									1	2	2	5	1	
Students																
Community											4	1				
Government																
Miscellaneous																
Total Other		1									5	3	6	5	1	21
AREA SPECIALIST'S PERSONAL REQUEST		1									2	1		2	4	10
TOTAL FOR MONTH	2	3	7	9	15	5	20	42	15	24	15	36	44	76	50	363

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
UMATILLA COUNTY																
DISTRICT LEVEL PERSONNEL																
District Superintendent				1		2	2	3	1		1		1	1	1	
Assistant Superintendent					1						1	1	1			
Curriculum Personnel												1		1		
Pupil Personnel Specialist																
IED Staff			3			1	2			1	5		1		2	
Other																
Total District			3	1	1	3	4	3	1	1	7	2	3	2	3	30
SCHOOL LEVEL PERSONNEL																
Principal			2	2	1	2	4	3				7	4	4	6	
Assistant Principal							1							1		
Teacher				3	3	2	7	4	4	14	11	16	24	15	6	
Counselor			1					4			1	4	2			
Librarian						1						3	3	2	2	
Community College			1		1		2								1	
Other																
Total School			4	5	5	5	14	11	4	14	12	30	33	22	15	174

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
OTHER																
Board of Education																
Colleges and Universities																
Students																
Community									1		1	1				
Government																
Miscellaneous																
Total Other									1		1	1				3
AREA SPECIALIST'S PERSONAL REQUEST			1	4	1	2		3	1		1		2	5	1	21
TOTAL FOR MONTH			8	10	7	10	18	17	7	15	21	33	38	29	19	232

SUMMATION SHEET

TOTAL REQUESTS	
Oregon Board of Education	166
School Districts	944
Lane County - Personal, A.S.	10
Umatilla County - Personal, A.S.	21
Other	142
Total	1283

	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	TOTAL
Total Number of Requests																
Closed	13	24	45	42	52	48	50	73	43	46	54	88	127	133	108	
Open					11	22	20	34	27	34	24	58	52	26	29	

OREGON BOARD OF EDUCATION
RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon
97310

Interest and Subject Areas Involved in Request from October 1, 1970 to December 31, 1971

A. Curriculum Areas

Music - 8
Reading - 148
Social Studies - 52
Mathematics - 40
Family Life Education - 6
Vocational-Career Education - 98
Art Education - 11
Health Education - 16
Special Education - 41
Foreign Language - 8
Language Arts - 58
Physical Education - 11
Pre-School - Kindergarten - 17
Migrant Education - 15
Libraries, Study-Learning Centers - 30
Science - 39
Outdoor & Environmental Education - 30
Adult Education - 4
Driver Education - 1

B. Administrative Areas

Negotiations - 7
Managements Systems - 31
Extended School Year - 17
Teacher Evaluation & Supervision - 35
Classroom Behavior - 27
Performance Contracting - 22
Public Relations - 10
Salary Schedules - 11
Curriculum Coordinators - 8
Teacher Aides - 11
Pupil-Teacher Ratio - 7
School Buildings - 10
School Finance - 7
School Organization - 35
Non-Graded Schools - 16
School Scheduling - 7
Differentiated Staffing - 18
Teacher Recruitment & Retention - 9
School Board - 5
School Readiness - 7
School Policies - 5
Classified Personnel - 3
Change Agent - 7
Relationships-Teachers -4
Administrative Characteristics - 8
Communications - 4
In-Service Training - 4
Decision-Making Process - 1
Accountability - 11
School Equipment - 11
School Evaluation - 1

C. Teaching Methods

Mini Courses - 8
Teaching Methods - 27
Instructional Materials - 30
Computer Instruction - 7
Microteaching - 10
Interaction Analysis - 14
Team Teaching - 14
Simulation Gaming - 8
Individual Instruction - 63
Behavioral Objectives - 76
Programmed Learning - 3
Learning Packages - 6
Sensitivity Training - 3

D. Student Personnel

Activity Programs - 7
Ability Grouping - 12
Counseling - 44
School Disruption & Dissent
Student Involvement - 11
Attitude Measurement - 16
Dress Codes - 4
Follow-up - 7
Promotion-Retention - 2
Tutorial Programs - 3
Psychiatric Services - 6
Student Motivation - 2
Testing - 3
Student Achievement - 6

E. Miscellaneous

Photography - 1
Community Colleges - 6
Grade Reporting - 18
Parent Teacher Conferences - 3
Noise Level - 2
Food Services - 2
Drop Outs - 11
Home Room - 1
Federal Programs - 10
Demography - 3
Retrieval Systems - 18
Correspondence Courses - 2
Community Resources - 6
Traveling Classroom - 2
Academic Freedom - 1
Teacher Education - 3
Paperbacks - 1
Study Carrells - 1
Prep Kits - 51
Length of School Day - 5
Rural Education - 1

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER
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FREQUENCY OF USE OF AVAILABLE DATA SOURCES

1. For the period from October 1, 1970 through July 31, 1971, 723 searches were conducted to fulfill 584 requests. The frequency with which the sources were used is as follows:

	SOURCE	FREQUENCY OF USE	APPROX. PERCENTAGE
a.	BOCS	390	54
b.	OBE Consultant Specialists	78	11
c.	OTIS	74	10
d.	OBE Professional Library	65	9
e.	State Library	37	5
f.	IOX Objectives	35	5
g.	PREP Reports	31	4
h.	University and Industry Consultants	13	2
	Totals	723	100

2. For the period from August 1, 1971 through December 31, 1971, 924 searches were conducted to fulfill 699 requests. Their distribution is as follows:

	SOURCE	FREQUENCY OF USE	APPROX. PERCENTAGE
a.	BOCS	395	43
b.	OTIS	122	13
c.	Microfiche	105	11
d.	OBE Library & R-D Center	102	11
e.	PREP	80	9
f.	OBE Specialists	53	6
g.	State Library	30	3
h.	IOX	20	2
i.	Other	10	1
j.	University Consultants	7	1
	Totals	924	100

OREGON BOARD OF EDUCATION
RETRIEVAL DISSEMINATION CENTER
942 Lancaster Drive NE
Salem, Oregon 97310

FREQUENCY OF REQUESTS FROM UMATILLA COUNTY SCHOOLS
September 1, 1971 to December 10, 1971

School	Community	No. of Requests	Requests Jan. 1 to Aug. 31, 1971
Hermiston High School	Hermiston	13	1
Hermiston Junior High School	Hermiston	10	2
Pilot Rock Elementary School	Pilot Rock	10	6
Umatilla IED	Pendleton	8	16
McLaughlin High School	Milton-Freewater	7	5
Umatilla High School	Umatilla	6	0
Heppner High School	Heppner	6	0
Rocky Heights Elementary	Hermiston	4	1
Hermiston School District	Hermiston	4	1
Lincoln Elementary	Pendleton	4	0
Pendleton School District	Pendleton	3	3
St. Joseph's Academy	Pendleton	3	2
Grove Elementary	Milton-Freewater	3	0
Tum-A-Lum Elementary	Milton-Freewater	3	0
Athena Elementary	Athena	3	0
Murray Junior High	Pendleton	2	12
Central Elementary	Milton-Freewater	2	1
Umapine Elementary	Milton-Freewater	2	0
Hawthorne Elementary	Pendleton	2	1
Griswold High School	Helix	2	0
Haughton Elementary	Irrigon	2	0
McKay Creek Elementary	Pendleton	2	0
Pendleton High School	Pendleton	1	6
Blue Mt. Community College	Pendleton	1	4
Sherwood Heights Elementary	Pendleton	1	3
Helen McCune Junior High	Pendleton	1	0
West Elementary	Stanfield	1	0
Pilot Rock High School	Pilot Rock	1	0
Stanfield Elementary	Stanfield	1	0
West Park Elementary	Hermiston	1	0
Weston Elementary	Weston	1	0
Riverside High School	Boardman	1	0
Pilot Rock School District	Pilot Rock	0	4
West Hills Elementary	Pendleton	0	4
Milton-Freewater School District	Milton-Freewater	0	2
Sunset Elementary	Hermiston	0	2
Athena Elementary	Athena	0	1
Helix School District	Helix	0	1
Helix Elementary	Helix	0	1
Athena School District	Athena	0	1
Weston Elementary	Weston	1	1
Washington Elementary	Pendleton	1	1

OREGON BOARD OF EDUCATION
RETRIEVAL DISSEMINATION CENTER
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Salem, Oregon 97310

FREQUENCY OF REQUESTS FROM LANE COUNTY SCHOOLS
September 1, 1971 to December 10, 1971

School	Community	No. of Requests	Requests Jan. 1 to Aug. 31, 1971
Lane Intermediate Education Dist.	Eugene	29	30
Eugene School District	Eugene	14	10
Sheldon High School	Eugene	12	1
North Eugene High School	Eugene	7	14
Springfield School District	Springfield	7	15
Pleasant Hill High School	Pleasant Hill	6	4
Junction City School District	Junction City	6	2
Blachly School District	Blachly	5	0
Centennial Elementary	Springfield	5	0
Thurston Elementary	Springfield	5	0
Springfield High School	Springfield	5	0
Moffitt Elementary	Springfield	4	0
Colin Kelly Junior High	Eugene	4	0
Gilliam Elementary	Eugene	3	0
Cal Young Junior High	Eugene	3	2
Triangle Lake Elementary	Blachly	3	0
Douglas Gardens Elementary	Springfield	3	0
Page Elementary	Springfield	3	0
Monroe Junior High	Eugene	3	0
Madison Junior High	Eugene	3	0
Junction City Junior High	Junction City	3	0
Guy Lee Elementary	Springfield	2	0
Central Elementary	Junction City	2	0
Triangle Lake High School	Blachly	2	2
Oakridge School District	Oakridge	2	3
Churchill High School	Eugene	1	1
Meadowlark Elementary	Eugene	1	0
River Road Elementary	Eugene	1	1
Howard Elementary	Eugene	1	0
Pleasant Hill Elementary	Pleasant Hill	1	2
Lowell Elementary	Fall Creek	1	3
Willakenzie Elementary	Eugene	1	0
Lane Juvenile Court	Eugene	1	0
Willagillespie Elementary	Eugene	1	0
Siuslaw Elementary	Florence	1	0
Fern Ridge School District	Elmira	0	17
Lane Community College	Eugene	0	7
Siuslaw School District	Florence	0	3
Creswell School District	Creswell	0	3
Frances Willard Elementary	Eugene	0	3
Mapleton School District	Mapleton	0	2
Marcola School District	Marcola	0	2
Springfield Junior High	Springfield	0	2
Trent Elementary	Pleasant Hill	0	1
Edison Elementary	Eugene	0	1
Mapleton Elementary	Mapleton	0	1
Bethel School District	Eugene	0	1
Crow Applegate School District	Eugene	0	1
Thurston High School	Springfield	0	1

OREGON BOARD OF EDUCATION
RETRIEVAL DISSEMINATION CENTER
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Salem, Oregon 97310

FREQUENCY OF REQUESTS FROM OUTSIDE TARGET COUNTIES
September 1, 1971, to December 10, 1971

Type of Organization	Number of Requests
School District Office	57
Elementary School	54
Oregon Board of Education	35
High School	34
IED Office	23
Colleges and Universities	22
Junior High School	18
Community College	14
Regional Lab	11
State Agencies	5
School Board	2
Education Associations	2

OREGON BOARD OF EDUCATION RETRIEVAL-DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310

RETRIEVAL-DISSEMINATION REPORT

ame _____ _____
Dissemination Project No.

itle_____ Phone No. School _____

_____/_____/_____/_____
treet Address City County Zip

. Date of Request application_____

. Date submitted to Retrieval Staff_____. How? Phone___, letter___, A.S. form___, person___.

. Did the request come directly from the requester? Yes___ No___, or was there a go-between?

_____
Name and Position

. Description of information requested: _____

_____

_____

. Submitted to Referral Source: ERIC_____ OBE_____ Other Source (identify) _____

. Date of submission to Referral Source_____

. Date information returned to Retrieval Staff_____

. Date information passed on to area resource specialist_____

. Date information passed on to Requester_____

. Material supplied, if any: Yes_____ No _____. In what form material was supplied:

Microfiche_____ or hard copy _____ other _____

. Other actions taken: (Consultants, State Library, etc.) Explain_____

_____

_____

Date Evaluation Instrument sent to Requester_____

White - RD Center Pink - Requester Goldenrod - Area Specialist Canary - O.B.E.

81-581-4601

Project Commentary Project #71-321 5/18/71

Requester: Charles E. Stephens, Coordinator of Research, Eugene Public Schools, through Steve Stivers, Area Specialist

Topic: The Eugene district administration was vitally interested in educational accountability. They challenged their research coordinator to come up with some resource information on the subject, which might be used to plan further district activities.

Retrieval Activities:

1. We selected five BOCS Pet packets which seemed pertinent. They dealt with Accountability in Education and Tuition Vouchers.

Agent Activities:

1. Steve Stivers, Area Specialist, made the original contact with the client, which called for the ensuing search through BOCS.

2. Agent screened the materials and went over the package with the client.

Action: The accountability packet was reproduced by the Eugene district and shared with the Education Center Administration Staff. It was also studied in detail by the President of the local teachers association. The remedial reading teachers of the district used the material in solving their concerns with accountability. It served as valuable input for a district-wide inservice workshop on the subject, and had direct influence on the accountability plan now being developed by the Eugene district. The packet has been used directly by at least 15 staff members and has been the backbone of accountability activities in the district.

Jack Bech - R-D Center

Project Commentary - Project #71-249 4/26/71

Requester - Mr. Bud Neal, Superintendent of Schools, Pendleton through Rob Fussell, Area Specialist.

Topic - He wanted information on and identification of exemplary projects in the development of a community resource file, including data-collecting procedures, forms used etc.

Retrieval Activities:

1. Upon receipt of Rob Fussell's request, we sent to the Boulder center for a search of the topic.

2. BOCS returned an excellent package of hard-copy articles which dealt directly with the development and use of community resource files.

3. We recommended that a good consultant on the topic might be Dr. Bob Kremer of Lake Oswego High School, who had recently developed a community resource file.

Agent Activities:

1. Rob suggested to the Superintendent that the development of a committee made up of staff members, lay people and administrators might prove worthwhile.

2. After screening the BOCS package, Rob decided to present the program described in the literature as being used in Minneapolis, Minn. for consideration of the Superintendent and his newly appointed committee.

Action:

1. The committee adopted the Minneapolis plan as identified by BOCS materials and proceeded to develop the file.

2. Pendleton elementary teachers will have in their hands by September 1, 1971, a community resource file identifying some 200 people, their areas of expertise etc., which they can use to supplement instruction in their classrooms.

Jack Bech - R-D Center

Project Commentary Project #71-61 2/3/71

Requester: Ed Cooper, Superintendent of Schools, Crow-Applegate Schools, Eugene, through Steve Stivers, Area Specialist

Topic: Wants to investigate the setting up of a work experience, on the job training program for students in three small school districts of Marcola, Crow-Applegate and Blachly. Must be a cooperative venture as the expenses are too great for his district alone.

Retrieval Activities:

1. BOCS Sid with 15 print outs.

2. BOCS Cat packets 00111 and 41002 related to Work-Experience programs.

3. Referred the request to Gerald Leadham, OBE Specialist. He followed up with visit.

4. Stivers arranged for Lane IED consultant to work with the committee.

Agent Activities:

1. Steve Stivers was instrumental in the original contact, search request, consultant request and he furnished his own consultant experience to bring the districts together in committee on a cooperative basis.

Action: The three school districts are now in the planning stages and will implement a cooperative program for their students in the Work-Experience field of business education during the fall of 1971-72 school year.

Jack Bech - R-D Center

Project Commentary - Project #71-277 4/15/71

Requester - Several Umatilla County social studies teachers through Rob Fussell, Area Specialist.

Topic - Social Studies teachers want an opportunity to zero in on some identified needs for the social studies in Umatilla county. They are particularly concerned about:

a. Instructional Priorities
b. The materials deluge
c. Professional associations
d. Accountability

They have asked Rob to search these topics and identify a consultant for input.

Retrieval Activities

1. Retrieval activities consisted of our getting a commitment of time from Jim Ylvisaker, the Oregon Board of Education Social Science specialist to furnish consultant time to social studies teachers in Umatilla county. Ylvisaker agreed to work with Rob Fussell in developing a program in Umatilla county.

Agent Activities

1. Rob in coordination with Jim Ylvisaker and John Jambura of the social science department at Eastern Oregon College, put together a four hour dinner-workshop program in Pendleton on May 20, 1971. The workshop concentrated on the needs earlier identified by teachers.

Action:

1. The workshop concluded with the appointment of a representative of each district to work as a planning committee for future activities and follow-up.

2. A regional social studies council is in the development stage and would include in its membership all interested persons in the region involved in the teaching of social studies.

3. A follow-up inservice program with Eastern Oregon College furnishing consultant expertise will be held at Hermiston in late August and early September.

Jack Bech - R-D Center

Project Commentary - Project #71-280 5/7/71

Requester: Mr. Bill Arkell, Teacher, coach, Sherwood Heights Elementary, Pendleton, through Rob Fussell, Area Specialist.

Topic: Elementary Wrestling. In brief, the request was to help in the organization of an objective-based elementary wrestling program. "What place, if any, does wrestling have in the elementary curriculum?"

Retrieval Activities:

1. The Retrieval Center did an ERIC search through BOCS.

2. The Center also located the top consultant on the west coast in Mr. Dale Thomas of Oregon State University.

Agent Activities:

1. Mr. Fussell worked with a large group of Pendleton administrators and teachers in an effort to identify the problem and to develop it to the point that goals could be set. It was decided to have a workshop with Oregon State University's Wrestling Coach as the consultant.

2. The purpose:

   a. What place does wrestling have in Elementary School?
   b. Where are some exemplary programs and how are they set up?
   c. What specific ideas can be suggested for coaches and administrators to develop a program district-wide?

Action:

The workshop is scheduled, and it will be immediately followed by an intensive systems approach to making some changes to be adopted by the Board and instituted in the schools.

The best is yet to come, but a lot has been accomplished!

Project Commentary - Project #70-52 12/11/70
#70-67 12/12/70

Requester: Charles McCullough, Instructional Media Director, Umatilla IED, through Rob Fussell, Area Specialist.

Topic: ITV Teacher In-Service Programs.

Umatilla county has a closed-circuit television network into all buildings. There are very few locally produced programs. All state network programs are carried on the system. A problem was identified: teachers were not using programs for their grade level. Through talking with administrators, teachers, the state ITV coordinator and early childhood specialists, some specific needs were identified:

a. Teachers knew little about the programs
b. Teachers didn't have program guides
c. They didn't understand their role as TV users

The attitude toward television was at a low ebb. It was decided to use Ripples, a new program for first grade children, as the vehicle to work on these needs. All 50 of the county's first grade teachers participated in the in-service. They were given personal schedules, manuals and direct help from the IMC Director. An early childhood specialist helped to conduct three in-service sessions on television. Also, three in-service sessions were provided that came with the series on how to use the programs. Umatilla IED's experience with this in-service improved the utilization, as most participants indicated they used programs in their classrooms with children all spring.

It's impossible to summarize everything that happened, but it has been carefully documented by the Columbia University people.

Retrieval Activities:

1. Research was done on ITV in-service, and information was retrieved from ERIC.

2. The location of an early childhood specialists who was a first grade teacher with an understanding of first grade children was requested. A superior person was located in the Eugene area.

3. Also located were several evaluation instruments which were forwarded to Umatilla County.

Agent Activities:

1. Mr. Fussell worked with Mr. McCullough to assist in every way possible in the coordination of the program. Had he not been on the scene, the in-service would never have been conducted.

Action:

The most significant action rests in the fact that approximately 1000 Umatilla County children have benefited from one of the best series available dealing with the affective domain. Furthermore, the attitude toward television has improved on the part of administrators and many teachers.

Mr. McCullough, for the first time, has money in his budget to support the expenses of future sessions of this nature. This fall, applying what was learned with Ripples, in-service sessions will be held for several new programs.

Project Commentary - Project #71-151 3/15/71

Requester: Don Murray, Superintendent of Schools, Pilot Rock through Rob Fussell, Area Specialist.

Topic: The Pilot Rock District has a high percentage of children lacking perceptual skills development when they enter school. For this reason the Superintendent wishes to deploy his Title I funds beginning in the summer 1971 to solving these problems for children and the resulting failures which they encounter in the primary grades. He has as goals the assessment of perceptual learning needs of preschool and primary students.

Retrieval Activities:

1. We obtained an excellent SID package from BOCS on Perceptual Development programs, K-3. It contained 19 excellent abstracts.

2. Jean Spaulding, OBE Primary Education Specialist agreed to spend three days on sight to assist the Superintendent, a group of teachers and Rob Fussell in reviewing the BOCS search and developing a project plan.

3. Dr. Weems, of Eastern Oregon College agreed to lend his expertise as did the school of education at the University of Oregon.

Agent Activities:

1. Rob Fussell ordered the search, helped with its screening by furnishing microfiche and reader.

2. He asked for consultant help and when they were identified he coordinated their activities with the district.

Action:

A Title I project was written, approved at the OBE, and is operating in the Pilot Rock summer school program. Providing a satisfactory follow through is indicated the project will continue during the 1971-72 school year. The district modeled the program after a Douglas County project which was brought to their attention by the consultant team.

Jack Bech - R-D Center

Project Commentary - Project #71-66 2/8/71

Requester: Mr. Terry Carty, teacher Murray Jr. High, Pendleton, Oregon, through Rob Fussell, Area Specialist.

Topic: Mr. Carty has district responsibility for researching differentiated staffing patterns for possible implementation in his school and district at a later date. He will be writing the plan for his Jr. High. He needs current research and guidelines on the topic so he can spend the summer writing the plan.

Retrieval Activities:

1. Sent for and passed on a BOCS "Pet" packet on differentiated staffing.

2. Sent him an OTIS print-out on differentiated staffing.

Agent Activities

Rob Fussell met several times with Mr. Carty and they screened the research package to a workable size. Rob retrieved microfiche on the articles which Carty deemed pertinent. The two men then cooperated in the development of the plan.

Action:

Mr. Carty is presenting his findings and plan for a differentiated staff at Murray Jr. High, to be implemented on a trial basis during the 2nd semester of the next school year. The plan is being presented to the Superintendent and school board at their August 1971 meeting.

Jack Bech - R-D Center

Project Commentary - Project 71-3 12/28/71

Requester - Don Bensel, Principal, Pilot Rock Elementary, through Rob Fussell, Area Specialist.

Topic - He is interested in developing a teacher supervision-evaluation management system based on performance objectives. He has heard about a model used by the Dow Chemical Co. Can we get the model for him.

Retrieval Activities

1. Sent agent the OBE report on "Academy on Educational Engineering."

2. Called Mr. Bill Melching, Dow Chemical Co., Human Resources Development Center, Midland, Michigan. Bill explained the Dow package called RIG's and sent the complete model for our use.

3. Retrieved a BOCS SID on teacher evaluation models.

Agent Activities

1. Rob personally delivered the package and discussed the material with Bensel. They agreed to pursue the RIG's model with the district Superintendent and Teachers Committee.

2. Rob requested a computer search on teacher evaluation models through BOCS.

3. After comparing the Dow Rigs model with others retrieved and sampled on microfiche, the school district decided they would use RIG's as their model.

Action

The Pilot Rock School district through study, committee and board action, has developed an evaluation model based on performance objectives which will be used during the 1971-72 school year. The model incorporates the ideas of the Dow Chemical Co. RIG's model.

Bech - R-D Center

Project Commentary - Project No. 71-352 6/1/71

Requester - Mr. Edgar Miller, Supt. of Schools, Milton-Freewater, through Rob Fussell, Area Specialist.

Topic - Mr. Miller has set up a district committee to develop a teacher supervision-evaluation plan for the district. They want pertinent research on the topic in order to study and move forward.

Retrieval Activities

1. Retrieved a BOCS SID on teacher evaluation which contained (45) excellent references on the subject.
2. Sent a sample teacher Performance Evaluation form designed in the Silverton district.
3. Sent Prep #21 on Teacher Evaluation.
4. Suggested 5 school districts with well developed plans.
5. Arranged for Dr. Milt Baum, OBE Director to be used as a consultant to the committee.

Agent Activities

1. Supt. asked Rob Fussell to furnish guidance to the committee.
2. He evaluated the retrieved materials with the Supt. and committee.
3. Rob asked for consultant services.
4. The agent has communicated with the consultant as to his role in the project.

Action

A teacher evaluation workshop has been suggested by the committee and agent. Dr. Baum will act as the workshop consultant. It has been decided that the workshop will be hosted by Milton-Freewater with educators and committees being invited from other interested districts in the county. The workshop date will be October 8, 1971 with Rob Fussell Coordinating the activities. Good example of improvement through sharing.

Bech - R-D Center

Project Commentary Project #71-474 7/21/71

Requester: Jack Hollister, Vice Principal, North Eugene High School, Eugene, through Steve Stivers, Area Specialist

Topic: Client wanted a rush search on literature pertaining to counseling high school students regarding the military draft status, laws and alternatives and curriculum related to the subject. How far should the counselor go?

Retrieval Activities:

1. BOCS Sid, sent directly to the client for rush purposes.
2. Country, Conscience and Conscription by Bressler.
3. Inquiry into Crucial American Problems by Fraenkel.
4. 1971 Selective Service Brochures.
5. Curriculum Guide to the Draft by U.S. Selective Service System.
6. Curriculum Guide used by South San Francisco Unified School District.
7. Eric manual search of 2 hours produced a blank.
8. Referred OBE specialist Jim Ylvisaker.

Agent Activities:

1. Steve Stivers assisted the client in the identification of the problem and requested the rush search.

Action: The information Mr. Hollister received was so impressive to him that he shared it with other counselors and administrators. He is now involved in writing the curriculum and policies for counselors regarding the draft for all Eugene high schools. He is using the information package for corroboration, validation and direction.

Jack Bech - R-D Center

Project Commentary Project #71-60 1/29/71

Requester: Miss Helen Hanna, Business Education Coordinator - teacher, Sheldon High School, Eugene, through Steve Stivers, Area Specialist.

Topic: She asked for research information on Cooperative Work Experience Programs, especially on the evaluation and grading of students involved in work study programs.

Retrieval Activities:

1. Retrieved an excellent BOCS Sid print-out of abstracts on Work Experience Programs.

2. Retrieved microfiche copies of (15) studies from the University of Oregon and State Library.

3. Referred Mr. Gerald Leadham, OBE specialist in Cooperative Work Experience Education.

Agent Activities:

1. Steve made the original contact with the client and subsequently ordered the search, screened it, and viewed the microfiche with the client on a project reader.

2. Coordinated the visit to Sheldon High of the OBE specialist Mr. Leadham.

Action: The information retrieved is currently being used by the eight coordinators in four Eugene high schools in an attempt to revise and to solidify the coordinating procedures in respect to relationships with employers and training stations; and to evaluate procedures with student, employer and coordinator.

Jack Bech - R-D Center

Project Commentary Project #71-72 1/29/71

Requester: Alfred Johnson, Superintendent, Creswell Schools, Creswell, Oregon, through Steve Stivers, Area Specialist

Topic: He is having problems with outside students and adults loitering on school grounds and in the buildings. What are Oregon laws, rules, regulations related to non-student loitering on school premises? What are practices being followed by other Oregon schools relating to the topic?

Retrieval Activities:

1. Xeroxed pages from Oregon School Laws and proposed Senate Bill #40, retrieved from Milt Baum, OBE legislative specialist.

2. Referred project to George Katagiri, Jerry Minifie and Jesse Fasold of the OBE for further communication with Mr. Johnson. Mr. Katagiri called him and related judgement information by phone.

Agent Activities:

1. Steve Stivers visited Mr. Johnson on 1/26/71 and identified this need along with several others.

2. Stivers was not satisfied with the first retrieval package, and several months later he insisted that more information be retrieved and that OBE expertise be put at Mr. Johnson's disposal.

Action: Because of this project, Steve Stivers and his Lane IED associates came to the conclusion that many school administrators in the county were unaware of loitering laws and pending legislation. They followed up with a county IED workshop for all administrators which dealt with legislative action of the just-completed Oregon legislature.

Jack Bech - R-D Center

Project Commentary Project #71-242 4/28/71

Requester: Richard Scott, Superintendent of Schools, Fern Ridge School District, Elmira, Oregon, through Steve Stivers, Area Specialist.

Topic: Wants to establish a speed reading course at Fern Ridge High School. Do a search on the topic.

Retrieval Activities:

1. Retrieved a BOCS Sid of only (6) abstracts on the subject.

2. A BOCS Cat #44014 on Speed Reading produced general information on speed reading.

Agent Activities:

1. Steve Stivers suggested the search when informed of Scott's decision to include speed reading in the curriculum.

2. He screened the information packages and assisted Scott in interpreting.

Action: Supt. Scott felt after reviewing the information packages that research showed negative implications. He decided to drop the idea, and speed reading was not inaugurated into the school curriculum.

Jack Bech - R-D Center

OPERATING PROCEDURES FOR THE

INFORMATION RETRIEVAL-DISSEMINATION CENTER

A PILOT PROJECT

Oregon Board of Education

942 Lancaster Drive NE

Salem, Oregon 97310

(503) 378-3566

January, 1972

INTRODUCTION

In recent years, educators have been under increasing pressures to change and improve the public schools -- to keep abreast of new developments in all educational fields, to make decisions relating to curriculum and instruction, and to improve their financial and educational accountability. To bring about systematic improvements, it is essential for educators to have access to the most up-to-date studies and information related to their areas of concern. An abundance of relevant information exists in periodicals and clearinghouses throughout the nation, but much of it has not been accessible to the practitioner in the field. The information that has been forthcoming has to a large extent been received without order or plan and, consequently, much of it has gone to waste. For these reasons the Pilot State Dissemination Program recognizes the following needs.

a. There is a critical need for regional or statewide coordination of dissemination to assure that all teachers and administrators have access to information about all new research and developmental activities of concern to them.

b. There is an equally critical need to assure that such information reaches teachers and administrators in usable form.

c. Because the most effective communication takes place on a person-to-person basis, an organized information network is needed to provide interpersonal communication links at all levels of communication.

The program forms an essential element in achieving Board priorities. Briefly stated, they are:

1. Primary Education Development
2. Improve Education for the Disadvantaged
3. Adding the Fourth "R" - Responsibility
4. Career Education Development
5. Extending Educational Opportunity
6. Improve Finance Structures
7. Close the Communication Gap
8. Improve Teacher Education and Certification
9. Educational Program Audits
10. Improve Management of Schools and Community Colleges
11. Develop Community College Master Plan

The state-wide effort to improve these priorities requires the availability of validated information with which educators can make intelligent decisions.

PURPOSE: The primary purpose of the Information Retrieval-Dissemination Center is to develop a computer based system to retrieve and disseminate selected relevant information and to develop a state-wide information network of interpersonal communication links through which educators can obtain validated information with which to make critical decisions.

STAFF: The program staff consists of the following:

- Director
- Coordinator-Retrieval Specialist
- Retrieval Specialist
- Program Secretary and Technical Assistant
- Library Assistant
- Two Field Agents stationed at pilot intermediate education districts

POSITION DESCRIPTIONS OF PILOT STATE DISSEMINATION PROGRAM PERSONNEL

The Director is responsible to the Associate Superintendent, Instructional Services, of the Oregon Board of Education, Mr. Carrol de Broekert. Formal meetings with the Associate Superintendent are held on the average of once per week to report the progress of dissemination activities.

Director of Pilot State Dissemination Program: GEORGE KATAGIRI

The responsibilities of the Director include:

1. Making plans and directing the operation of the Pilot State Dissemination Program in the State of Oregon.
2. Making decisions with regard to the refinement of retrieval and dissemination services. These include the procedures for processing and distributing requests and the use of the QUERY program.
3. Provide for the purchase and maintenance of up-dates on magnetic data tapes, indices and microfiche collections.
4. Coordinate the selection and implementation of programs from national development centers such as the Far West Laboratory, the Northwest Regional Educational Laboratory and the ERIC Clearinghouses.
5. Select and supervise the distribution of information from special sources such as the USOE.
6. Supervise the activities of the Resource-Dissemination Center staff which includes two retrieval specialists and a secretary.
7. Coordinate the activities of the Center with other OBE personnel such as the librarian and subject matter specialists.
8. Maintain liaison with the NCEC through oral and written reports on dissemination activities.
9. Direct the orderly expansion of dissemination services beyond the two pilot counties.
10. Organize and conduct training programs for school district personnel who will act as coordinators and information specialists for local school districts outside the pilot county areas.
11. Coordinate the activity of Umatilla and Lane County field agents through their respective Intermediate Education Districts.
12. Coordinate computer programming and maintenance with the Oregon Total Information Service.
13. Design and implement selective dissemination activities of the Retrieval Dissemination Center.
14. Determine pilot efforts in utilizing closed circuit television facilities in the Umatilla IED.
15. Actively participate in National Dissemination Programs planned by national and regional groups.
16. Assist the retrieval staff in solving special problems.
17. Determine means to publicize activities of the dissemination program through Department news media.
18. Hire all project personnel.
19. Coordinate evaluation efforts with Columbia University.

The Retrieval Coordinator, the Retrieval Specialist and Project Secretary-Technical Assistant are directly responsible to the Project Director.

Retrieval Coordinator: JACK BECH

Coordinating responsibilities:

1. Review and assign requests for information at each morning meeting.
2. Update Center library.
3. Prepare monthly statistical information for Director's report.
4. Assist in the preparation of the quarterly report to the USOE.
5. Review all retrieved follow-up forms (OBE and BOCS).
6. Communicate with Field Agents in monitoring field requests.
7. Assist the Director in public relations programs on the project.
8. Route OBE Specialist Request Form copies.
9. Report to the Director on retrieval activities.
10. Review weekly Field Agent logs.
11. Assist the Director to develop project meeting agendas and locations.
12. Assume responsibilities assigned by the Director in his absence.
13. Attend state, local and national meetings as assigned by Director.
14. Assign work on special projects such as publications.
15. Update materials and recommend equipment for the retrieval center.

Retrieval responsibilities:

1. Handle one half of project requests.
2. Write logic, conduct manual searches to fill requests.
3. Screen and highlight abstracts and review information packages for Field Agents and clients.
4. Communicate with Field Agents.
5. Contact consultants or specialists.
6. Make phone calls to clients.
7. Participate in OBE staff meetings.
8. Participate in training sessions.

Retrieval Specialist: MICHAEL CALL

Retrieval responsibilities:

1. Fill incoming requests.
   a. Screen and highlight abstracts
   b. Manual searches
   c. Communicate with OBE specialists
   d. Communicate with Field Agents
   e. Take incoming requests by phone
   f. Make phone calls to clients
   g. Make out reports on each request handled
   h. Write logic for computer searches
   i. Write memos to clients
2. Participate in staff meetings.
3. Review incoming Field Agent logs.
4. Review returned evaluation forms.
5. Assist in public relations.
6. Participate in training sessions.
7. Fulfill special directives of the Director
   (Reviewing special articles, designing brochures, etc.)

Project Secretary and Technical Assistant: ROSIE MOSER

The Project Secretary and Technical Assistant has the following responsibilities:

1. Order equipment and supplies; keep inventory records.
2. Record purchases and keep a record of amounts spent.
3. Number and log new requests; log closed projects.
4. Read and distribute all correspondence.
5. Answer selected correspondence.
6. Type correspondence, memos, etc.
7. Package and mail information to clients and Field Agents.
8. Maintain card file on requests for cross reference.
9. Organize and maintain up-to-date files.
10. Catalog reference materials.
11. Act as receptionist for the Center.
12. Participate in training sessions.
13. Send follow-up letters.
14. Xerox materials for clients.
15. Maintain project location from which requests are received.
16. Check cross reference file for previous searches on the same subject.
17. Monitor phone calls.
18. Fill routine requests.
19. Make travel arrangements.
20. Liaison for project staff with routine report forms with Marion IED.
21. Participate in staff meetings.
22. Provide guidance and maintain liaison with field secretaries.
23. Maintain routine liaison with OTIS and BOCS.
24. Supervise clerical assistance in the Center.
25. Inform Field Agents of meetings and send them copies of latest Center reports, etc.

The Field Agents function as employees of both the Dissemination Project and their respective Intermediate Education Districts (IED's). They are integral members of the IED and are directly responsible to the IED superintendent. At the same time they work full time in Retrieval Dissemination activities as designed and planned at the OBE Center. This dual arrangement has resulted in the reinforcement of the goals of both agencies.

Field Agents:	STEPHEN STIVERS	Lane IED
	ROB FUSSELL	Umatilla IED

The responsibilities of the Field Agents include:

1. Serve as a liaison agent between school personnel and the Information Retrieval-Dissemination Center at the Oregon Board of Education.
2. Respond to client needs and help to analyze, assess, and define problems and corresponding information needs.
3. Initiate in-depth searches of literature and sources which are available at the Center.
4. When the situation is appropriate, the Field Agents screen, organize, analyze and/or synthesize the information retrieved until it is in a form which is "actionable."
5. When appropriate, the agents present the package of information to the client and help the client to identify alternative steps for action. In some situations mailing the package and telephone calls provide adequate services.
6. Determine by follow-up visits the extent of change or action being taken by the client.
7. Publicize and initiate the implementation of validated programs as special projects.
8. Facilitate the availability of microfiche readers and encourage their purchase by local districts.
9. Participate in all activities which involve IED personnel and in staff meetings called by the Information Center.
10. Submit weekly log reports and other requested information to the Director.
11. Cooperate with the evaluation efforts of Columbia University.
12. Participate in all training sessions.
13. Actively work toward the institutionalization of dissemination activities into the IED operation.

THE SELECTIVE DISSEMINATION OF INFORMATION (SDI)

During the 1972 calendar year, the Pilot State Dissemination Program will be making a Selective Dissemination of Information (SDI) effort to a limited number of clients.

Goal

The primary goal of SDI will be to supplement the educator's regular information resources with selected journal articles and recent ERIC abstracts related to his specific interests in education. SDI will be a personalized current-awareness service which helps to ensure that selected documents of use to the teacher or principal are not overlooked. As envisioned for the Oregon Dissemination Project, SDI subscribers will receive screened material on approximately a quarterly cycle to maintain their level of awareness.

Selection of Initial SDI Topics

Following the attempts to institutionalize the project, the selection of various subject areas for SDI will be in accordance with the stated Oregon Board of Education priorities. Initially, the two topic categories will be reading and environmental education. Other topics will be added as staff capabilities become known and other areas of major concern are identified.

Selection of Initial Participants

To test the SDI process as adapted by the Oregon Project, initial participants will be drawn from the two pilot counties, Lane and Umatilla, and from the Oregon Board of Education, thus limiting at the outset the number of subscribers and allowing for maximum success. Field Agents for the pilot counties will identify possible users, who will then be asked to identify their preferred profiles. Other criteria proposed for selecting users of the service include:

1. Heavy utilization of the Dissemination Center prior to initiation of the SDI service.
2. Degree of understanding of the user's information requirements by the retrieval staff.
3. Amount of information already available on the user's information acquisition habits.
4. Satisfaction of the user with the present service of the Center.
5. Rapport between the user and the retrieval personnel.

Procedures

The basic procedure will match an abstract or article with a user's profile, both of which are indexed by ERIC descriptors. Information that is matched with a subscriber's descriptor profile can then be packaged for delivery. Profiles will be determined by submitting a brief questionnaire to users who will indicate those areas in which information would be most

useful. Periodic adjustments will be made in the profile by responding to an evaluation form which will accompany each information package. Questionnaires and evaluations will be interpreted and indexed by the retrieval staff. The profiles will be indexed according to descriptor groups and keyed to a periodic cycle so that each user receives an SDI packet regularly. If necessary, an alphabetical master list of users will be compiled.

Evaluation

The effectiveness of the SDI service will be determined on the basis of a questionnaire which will accompany each packet of information. The user will be asked to indicate the interest value of the material he received and its usefulness in his work. Some adaptations of the form (see attached) discussed by John Schneider (Science, July 23, 1971, p. 302) should serve the purpose for evaluation.

Other Considerations

1. Precision dissemination may be less precise for educators than it is for the scientific researcher because of the nature of their respective fields. A research scientist is usually working with one project of a rather specific nature. By contrast, the educator may be engaged in several areas of effort. A principal, for example, may deal with the problems of teacher evaluation, curriculum development, and school community relations in any one day.

2. Most SDI systems are highly computerized operations utilizing in-house computers and sizeable staffs for indexing and processing information. Manual operation as required in the Oregon Project necessitates a limited number of subscribers and, at this point, a limited amount of staff time.

OREGON
BOARD OF EDUCATION

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Superintendent and Executive Officer of the Board

DON EGGE
Deputy Superintendent and Secretary of the Board

As you may know, the Oregon Dissemination Project is designed to make available to educators validated educational information, including research. It is the intent of the service to assist clients to make decisions which lead to better instructional and management programs.

In an effort to improve our program, we are now embarking on an additional service for educators which we call the Selective Dissemination of Information, SDI. In this program, each participant will periodically receive abstracts of the latest ERIC documents and/or journal articles selected on the basis of his particular educational interests and information needs.

Initially, this service will be available to fifty (50) Oregon educators selected from Lane and Umatilla counties and the Oregon Board of Education. You have been recommended as one who might benefit from our program. For this reason, I am enclosing a Profile Questionnaire for you to fill out and return in the enclosed envelope. The information on this questionnaire will be used only to assess your individual information need. There is no charge should you wish to subscribe to this service.

A word or two about the topics in the current SDI program. The four broad categories of topics have been selected to

correspond to the instruction-related priorities of the Oregon Board of Education. Eventually, we plan to expand the number of SDI subscribers, as well as to increase the range of topics available.

If you have any questions, please feel free to contact our field representatives, Steve Stivers in Lane County (Lane County IED, 342-5576) or Rob Fussell in Umatilla County (Umatilla County IED, 276-6616), or Michael Call at the Dissemination Center in Salem (Oregon Board of Education, 378-3566).

Sincerely,

George Katagiri

George Katagiri
Director
Instructional Technology

GK:js
Enclosure

OREGON BOARD OF EDUCATION RESOURCE DISSEMINATION CENTER
942 Lancaster Drive NE, Salem, Oregon 97310

SELECTIVE DISSEMINATION PROFILE QUESTIONNAIRE

SDI Project No. [ ] (For office use only)

Name _____ Title _____

Subject Area, if applicable _____ Grade level or situation _____

School _____ School Phone _____

Street Address _____ City _____ County _____ Zip _____

1. Of what educational organizations are you an active member?

_____ _____ _____

2. To which educational periodicals/journals do you currently subscribe?

_____ _____ _____

_____ _____ _____

3. Listed below are four broad categories of topics. Please check the one area in which information will be most useful to you. Then, within the area you choose, indicate your narrower field(s) of interest, checking no more than two sub-categories.

__PRIMARY EDUCATION

__Reading Readiness
__Reading Research
__Reading Instructional Materials
__Diagnosis, Testing, Evaluation
__Handwriting Skills
__Math Instruction
__School Finance
__School-Community Relationship
__Teacher Evaluation
__Paraprofessional
__Non-graded Primary
__Open Classrooms
__Individualized Instruction

__CAREER EDUCATION

__Planning & Guidance
__Opportunities
__Training Centers & Programs
__Teacher Education
__Research Programs
__Instructional Materials
__Work Experience Programs
__Agricultural Ed.
__Business Ed.
__Distributive Ed.
__Health Occupations Ed.
__Home Economics Ed.
__Technical Ed.
__Trade & Industrial Ed.

__DISADVANTAGED EDUCATION

__Preschool Centers
__Preschool Curriculum
__Counseling/Guidance Services
__Migrant Ed. Projects
__American Indian Education Programs
__Cultural Enrichment Projects
__Bilingual Education

__SOCIAL EDUCATION

__Environmental Educ. Instructional Mat.
__Environmental Educ. Model Programs
__Citizenship Educ.
__Student Community Involvement
__Social Studies Instructional Mat.
__Social Studies Curr.
__Student Government
__Student Rights & Responsibilities

4. Taking into consideration your selections above, please describe on the reverse of this form, succinctly but clearly, the kind of information you would find most useful. Please indicate any special interests and/or activities not already referred to which may affect your information need.

OREGON BOARD OF EDUCATION STAFF RELATIONSHIPS

OREGON BOARD OF EDUCATION

SUPERINTENDENT PUBLIC INSTRUCTION
DALE PARNELL
- Legislative Liaison
- Interagency Liaison
- Executive Officer

COMPENSATORY EDUCATION
Director
JERRY FULLER
- Title I ESEA
  DALE SKEWIS
- Migrant Education
  ELTON MINKLER
- Intergroup Human Relations
  JERRY FULLER
- Title IV
  GILBERT ANZALDUA

PLANNING & EVALUATION
Assistant Superintendent
MARY HALL
- Planning & Evaluation
- Federal Programs
- Development & Utilization
- Title III

DEPUTY SUPERINTENDENT
DON EGGE
- State Board Secretary
- Operations Officer

EXECUTIVE & LEGAL SERVICES
Director
MILT BAUM
- Information-Publications
  MARGUERITE WRIGHT
- Personnel
  LEO ROBINSON
- Hearings-Disputes-Legal Actions-Elections
  GLENN MIDDLETON
- District-College and Community Relations
  RAY OSBURN

Elementary-Secondary School Principals

FAIR DISMISSAL APPEALS BOARD

TEACHER STANDARDS PRACTICES COMMISSION

SPECIAL SCHOOLS & SERVICES
Associate Superintendent
JESSE FASOLD
- School for Blind
  CHARLES WOODCOCK
- School for Deaf
  MARVIN CLATTERBUCK
- Special Education–Regional Schools and Programs
  MASON McQUISTON
- Accreditation & Certification
  WILLARD BEAR

OREGON ASSN. SCHOOL ADM.

PPBES Commission

BUSINESS & SUPPORT SERVICES
Associate Superintendent
VERN OSBORN
- Auxiliary Services & Interdistrict Coop.
  DELOS WILLIAMS
- Business Sytems
  ED SANFORD
- Computer Services
  CARL CHRISTOFFERSON
- Staff Support Services
  BARBARA YARNELL
- Department Business Service
  JIM COLLINS
- Statistical Services
  LLOYD THOMAS

COM. COL. PRESIDENTS COUNCIL

INSTRUCTIONAL SERVICES
Associate Superintendent
CARROL deBROEKERT
- Basic Education
  MAURICE BURCHFIELD
- Career Education
  LEONARD KUNZMAN
- Instructional Technology
  GEORGE KATAGIRI
- Student Services
  LES ADKINS
- Special Community College Programs
  BILL LOOMIS
- Social Studies Project
  MARKO HAGGARD

TEXTBOOK COMMISSION

1/19/1972